

Vision Performing Arts College Prep Rebuttal | Executive Summary

| Section | Summary of Rebuttal to APS Evaluator Feedback |
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| B - Mission and Vision | Feedback states that insufficient detail is provided about implementation of systems and structures to serve the school's mission and vision, and that long term goals are not clear. However, detail regarding implementation is not part of success criteria for this section and is therefore provided in other sections where required. Details about long term vision aligned to APS 2020 Plan are provided in this section but are overlooked in the evaluation. |
| C - Goals, Objectives, & Pupil Performance Standards | Feedback states that insufficient detail is provided about implementation of systems and structures to achieve school goals, and that detail about use of interim assessments is insufficient.. However, detail regarding intervention systems is not part of success criteria for this section and is provided throughout sections D and E where required. Specific to questions about use of interim assessments, Section D provides ample detail about how the school will use formative and interim assessments in weekly data-driven teacher coaching and planning to drive school-wide and student-specific interventions. |
| D - Educational Performance Standards | Feedback states that there is discrepancy between VPAC's application and interview, specifically regarding curriculum and assessment. However, between submitting a written plan and engaging in the capacity interview, VPAC hired a Principal and spent time revisiting elements of this section. With guidance from APS, the Colorado League of Charter schools, and other advisors, the team chose to share these shifts and improvement with the review team in the capacity interview. Specifically, the team shared decisions to (1) utilized Engage NY as a core curriculum and IXL as a supportive tool, and (2) to utilize Achievement Network. We believe that the review should take these well-reasoned changes into account rather than penalize us for " inconsistency" between our application and interview. |
| E - Serving Exceptional and Educationally Disadvantaged Students | Feedback states that VPAC's application fails to exhibit an understanding of IDEA, that staff qualifications to serve all subgroups of exceptional students are unclear, that VPAC has selected an inappropriate curriculum for Language Learners, and that approaches to serving Gifted and Talented students are unclear. However, VPAC's application includes ample detail about all subgroups mentioned in the evaluation summary. All sections were written using success criteria and quality practices from CDE, APS, and previously approved charter applicants. Specific evaluator comments do not reflect information shared in the VPAC application and capacity interview. Other evaluator comments to not take into account VPAC's Year 0 plans, which include final curriculum selection and systems buildout. VPAC founding team members include leaders with advanced degrees (attained and expected) in special education and English language acquisition. These are core areas of the team's expertise. |
| G - Plan for Evaluating Pupil Performance | Feedback states that VPAC failed to provide detail about assessments, and about how assessment will be used to drive interventions. However, VPAC's application includes substantial information about assessments that will be used to drive school-wide improvement and student-specific interventions. Feedback states that insufficient information was provided related to interventions, however interventions are not listed as criteria in the success rubric. Rather, the rubric specifies detail about how assessments will be used to drive professional development and school-wide improvement. Detail is provided on page 105 about the School Accountability Committee (SAC) and how school staff will use data to develop an annual Unified Improvement Plan (UIP) in partnership with APS. Finally, VPAC supplemented information in the application in the interview, providing detail about how leadership will use assessments (as well as teacher observations) to drive professional development. |
| J- Evidence of | Feedback states that VPAC fails to address the three new charter schools opening in Fall 2019 and that community partners agreements are not included. However, VPAC did not address the new charter schools opening because at the time of application submission, the enrollment projection deadline |

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| Support | dates of April 1st, 2019 had not yet been met. VPAC submitted on March 8th, 2019. VPAC is aware that charter approval and actual opening depends on enrollment projections being met. VPAC was given permission by al partners mentioned in application to include them and per the timeline provided the details of services and agreements will be completed by July 2019. |
| K - Parent and Community Involvement | Feedback states that VPAC fails to address how parents will be involved once the school opens and application lacks details regarding roles parents and community will have. <u>However</u> , VPAC details community meetings, school design team, outreach, continued community engagements, and home visits. |
| L - Budget and Finance | Feedback states VPAC budget has variances and that funding documentation was not provided. <u>However</u> , VPAC provided transparency that Founder and ED suffered from an extreme tragedy of her son being shot at 10 times and hit 4 times in their home, which displaced them, three weeks prior to the application being due. She explained the charter application writing plan was to spend the last month with the budget and consultants. At the time of the interview, Auset offered to provide the new budget template and that offer was declined. Also, VPAC did provide the documentation of more than \$215K in the follow up questions. |
| M - Facilities | Feedback states VPAC did not articulate a viable plan and the facility budget was based on percentage of PPR. <u>However</u> , VPAC quoted cost of \$14.63/SF and explained in interview rationale of it being based on arts square footage and that being arts focused additional funding opportunities are granted and named that City of Aurora has recently awarded funding for facility cost. Kitchen area is mentioned in N2 Food Service Section where rubric requests it. |
| N1- Transportation | Feedback states VPAC did not provide an adequate plan to provide transportation for students with disabilities, IEP's and 504 plans and that when asked in a follow up question VPAC did not have a plan. <u>However</u> , VPAC application states direct transportation will not be provided. VPAC has established partnerships with transportation companies for options for families. Application states will meet local, state and federal requirements for transportation and provided details in the interview and the follow up questions. |
| N2 - Food Service | Feedback states VPAC does not have a budget line for food service. <u>However</u> , VPAC was told that is not included in the budget because it is considered a net \$0 expense when purchased through the district. |
| O - Employees | Feedback states application does not include job descriptions or hiring timeline, and comprehensive plan. <u>However</u> , VPAC has included all of these things in the sections that the rubric required them to be. |
| P - Insurance Coverage | Feedback stated application does not mention aggregated limit. <u>However</u> , VPAC provided the requested level that was described in the rubric. |

Vision Performing Arts College Prep Rebuttal | Detail

| Section | Rubric Quality Standard Defined | Summary Feedback | Rebuttal |
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| B - Mission and Vision | This section of the application reflects the school's vision and mission statements as developed and agreed upon by the members | Partially Meets This section addresses the school's vision and mission, but clarity is | Detail regarding implementation is not part of success criteria for this section and is therefore provided in other sections where required. Details about long term vision aligned to APS 2020 Plan are provided in this section but are overlooked in the evaluation. |

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| | of the founding committee and are likely to produce high-quality education outcomes. These statements should answer the questions, “What is the purpose for the school and what is the applicant team’s vision for the school?” The rest of the application should answer, “How exactly will we get there?” An explanation should be given as to the process and impetus for developing both the vision and mission statements. | needed regarding the school’s long-term plans. During the interview, the applicant stated they plan to align their long-term goals with APS’ 2020 strategic plan to develop a depth of knowledge and transferable academic competencies. However, details regarding structure and strategy to accomplish that is lacking. | <ul style="list-style-type: none"> • Page 3 Long term vision and plans for the school are provided • Page 9 Long-term objectives and describes long term outcomes will be for VPAC students. • Capacity Interview Long term goals for students and the school were included in the Capacity Interview presentation; the team spoke to the long-term plans in detail from impacting the arts and entertainment industry to developing workforce readiness skills in students. 3 C’s Value also on this page. • Page 10 VPAC Philosophy aligns to APS Core Beliefs and Goals. “The Golden Triangle” explains how the school will support this goal. |
| C - Goals, Objectives, & Pupil Performance Standards | This section focuses on the specific outcomes anticipated for the school and its students within the terms of the requested charter contract (usually four years (C.R.S. 22-30.5-110(1)(a)). The majority of the goals and objectives are focused on specific student outcomes (pupil performance or educational performance goals); others are broader school-based goals and objectives (organizational and management performance goals). | <p>Does Not Meet</p> <p>The application addresses some of the indicators in this section, but clarity was needed around specific goals related to student intervention systems. The applicant shared interventions will be conducted through a scaffolding model, flex learning blocks, and “Monday Mastery” with the goal to meet students where they are and identify methods of support. Overall, this section fails to provide a clear plan for the school to meet the state accountability measures and expectations. The application states their strategy is to utilize interim assessments and weekly data meetings, however, it lacks details regarding specific intervention strategies.</p> | <p>Detail regarding intervention systems is not part of success criteria for this section, and is provided throughout sections D and E where required. Specific to questions about use of interim assessments, Section D provides ample detail about how the school will use formative and interim assessments in weekly data-driven teacher coaching and planning to drive school-wide and student-specific interventions.</p> <ul style="list-style-type: none"> • The VPAC educational model, designed over a period of five years with national experts, is grounded in the use of multiple interventions to mitigate incoming academic gaps and support social and emotional development. These include the following interventions. Additional details are provided in the appendix. <ul style="list-style-type: none"> • Small classroom size and looping teaching model size to promote close instruction • Monday Mastery (full day devoted to academic and arts interventions) • Multiple times in the daily calendar for interventions to be provided (daily flex period, daily ELL period) • Scaffolding built into the inquiry based learning model, and supported through the use of data driven curriculum supports like IXL • Use of MTSS to provide differentiated supports. • Weekly data-driven teacher planning time to target interventions for students, supported by weekly coaching to monitor quality of interventions. • Page 12 Smart goals provided align with State standards. • Page 13 paragraph one speaks to CDE compliance and CDE Graduation Competency. VPAC identified a majority of intervention systems with CDE guidance and using CDE tools. Specific tools are provided in the appendix. • Page 37 provides a timeline for Fall 2019 (after the 3rd summer pilot of the school) and clarifies how interventions strategies will be developed. 2019 summer pilot is specific to students with ALPs and IEPs. |
| Section | Rubric Quality Standard Defined | Summary | Rebuttal |
| D - Educational Performance Standards | This critical section of the application details an effective, well thought out, research-based educational program. This section should clearly align with the school’s mission, goals, and the student population to be | <p>Does Not Meet</p> <p>The information in the application does not align with what was shared during the interview. For example, the application only mentions the</p> | <p>Between submitting a written plan and engaging in the capacity interview, VPAC hired a Principal and spent time revisiting elements of this section. With guidance from APS, the Colorado League of Charter schools, and other advisors, the team chose to share these shifts and improvement with the review team in the capacity interview. Specifically, the team shared decisions to (1) utilized Engage NY as a core curriculum and IXL as a supportive tool, and (2) to utilize Achievement Network. We believe that the</p> |

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| | <p>served and the Colorado Academic Standards (CAS). Everything in this section is research-based, whether based on extensive formal research studies or simply on other schools with a solid history of academic success. The application's authors specifically cite the research basis throughout this section. It is not assumed that the reader of the application will be familiar with common best practices or widely-known research within the field of education or charter schools.</p> | <p>Achievement Network once, however, during the interview it was clear this is a central part of their educational programming. In addition, the application demonstrates minimal understanding of appropriate curricula and how to utilize them. It states the school will work closely with IXL Learning directly to design and implement their educational programming. This is not appropriate since IXL provides academic support, not full curriculum design, and contradicts with what was stated in the interview.</p> | <p>review should take these well-reasoned changes into account rather than penalize us for “ inconsistency” between our application and interview.</p> <ul style="list-style-type: none"> ● VPAC will use Engage NY as a core curriculum and use IXL as a supportive tool to provide academic interventions on specific standards. The VPAC application and appendices and interview stated that the Principal, once hired, would finalize the curriculum selection. This is what transpired, and this decision was shared with the district. ● VPAC Principal has years of experience with Engage NY curriculum. He has a degree in Special Education, Master's Degree in Education Administration and Policy and is a doctoral candidate for Education Equity. ● There are 5 additional subsections in this section that are not addressed in Summary ● VPAC waiver for curriculum discretion is intentional to ensure curriculum fits school model. |
| <p>E - Serving Exceptional and Educationally Disadvantaged Students</p> | <p>This section discusses how the school will address exceptional and educationally disadvantaged student needs. Specific research-based instructional programs, practices and strategies should be employed to produce a continuum of services that are supported by good assessments, to help ensure academic success for all students. There are many resources available for charter school applicants to consider when writing this section. Specifically, this section addresses how the school will successfully serve all students' needs.</p> | <p>Does Not Meet</p> <p>There existed several concerns upon initial review of the application regarding scheduling and programming for special education and English Language Learner students. The application and interview fail to describe the specific action steps the applicant will take to implement different tiers of the RtI program. More specifically, the application lists an inappropriate curriculum for ELL students. During the interview, it was shared the Artistic Director will lead ELL supports, however, their qualifications are unclear. The application also lacks a plan for gifted students. There exists concerns with gifted students teaching other students as the applicant's primary service to gifted students. Additionally, the application and interview fail to describe how resources will be allocated to include materials, time, qualified staff and training with</p> | <p>VPAC's application includes ample detail about all subgroups mentioned in the evaluation summary. All sections were written using success criteria and quality practices from CDE, APS, and previously approved charter applicants. Specific evaluator comments do not reflect information shared in the VPAC application and capacity interview. Other evaluator comments to not take into account VPAC's Year 0 plans, which include final curriculum selection and systems buildout. VPAC founding team members include leaders with advanced degrees (attained and expected) in special education and english language acquisition. These are core areas of the team's expertise.</p> <p><u>General</u></p> <ul style="list-style-type: none"> ● VPAC founding team members include leaders with advanced degrees (attained and expected) in special education and English language acquisition. These are core areas of the team's expertise. ● Page 67-71 speaks in extensive detail VPAC's understanding of IDEA, FAPE, and LRE and including ADA, ELL, GT, twice-exceptional, Rehabilitation Act Section 504, MTSS, RtL, FERPA and more. <p><u>Response to Intervention / MTSS</u></p> <ul style="list-style-type: none"> ● VPAC uses the CDE Framework to develop robust systems and structures for Multi-Tiered Systems of Support (MTSS). Description of overall MTSS approaches span pages 75 to 79. MTSS approaches <i>include</i> response to intervention (RTI) strategies. RTI approaches are described on page 78 of the application. Specific interventions for Tier II and Tier III students are described on page 79. <p><u>English Language Learners</u></p> <ul style="list-style-type: none"> ● VPAC's application identified Language! as one curriculum that the team will explore as a tool to support language learners. The application (Page 83) states that this curriculum is one of several under consideration and has a strong evidence base for developing phonemic awareness and could be used with Language Learners but does not say that it is the sole curriculum of choice. The application goes on to identify additional curriculum tools that will be considered. When |

regard to gifted students. Although the application demonstrates the will to properly serve exceptional students, it lacks a clear, viable, compliant plan and is based on antiquated practice that has since been proven ineffective. Thus failing to describe best practices that are strategically used to service exceptional student needs. Overall, the application fails to demonstrate an understanding of the legal requirements of IDEA and Free Appropriate Public Education (FAPE) in a Least Restrictive Environment (LRE).

evaluators questioned the appropriateness of this tool during the interview, the team expressed full commitment to reassessing Language! as an option, and committed to a comprehensive curriculum selection process during Year 0.

- Pages 65-66 of the application clarify appropriate staffing for ELL practices.
- There are 3 daily blocks found on the daily schedule dedicated to SPED and ELL including time within the arts blocks
- The VPAC Artistic Director has the following qualifications, as stated in the capacity interview: ELL endorsement, Master's in Education Psychology, Doctoral candidate in Music Education. In addition, it is stated in the application that all VPAC teachers will be supported to obtain ELL endorsement.

Gifted Students

- Page 86 states VPAC's plan to contract with APS to provide Gifted and Talented (GT) supports, and to ensure that these supports are aligned to APS best practice.
- Page 86 of the application describes how VPAC will develop and monitor Advanced Learning Plans (ALP). ALPs will be used to identify the individual supports and opportunities that each student will need.
- Page 87-88 describes practices for identification of GT students in detail. All practices are taken directly from CDE.
- VPAC places emphasis on "integrating exceptional students in inclusive academic and artistic environments to sustain a collaborative learning community and honoring a definition of "Exceptional" that integrates both academic and artistic capabilities" (Page 85). Emphasis on inclusion is in no way in conflict or at odds with an intent to serve GT students well in compliance with federal and state law.

Special Education

- Page 67-71 speaks in extensive detail VPAC's understanding of IDEA, FAPE, and LRE
- VPAC Principal has his degree in Special Education.
- In the application and interview, the team repeatedly described how Individualized Education Plans (IEP) would be developed and monitored, the staffing to support IEPs, and how IEPs would be used to determine the appropriate balance of push in and pull out support.
- There is ample time for pull out supports as needed for SPED students, including daily intervention blocks and weekly Monday Mastery. While VPAC values inclusion for Special Education (SPED) students, based in research-based best practice (see page 72), this is in no way in conflict or at odds with an intent to serve SPED students well in compliance with federal and state law.
- During the interview we kept being presented with very specific examples of sped needs, which our Principal provided very detailed approaches and continued to state every student is unique.

G -
Plan for
Evaluating
Pupil
Performance

This section expands on the goals section earlier in the application by defining how the school will determine whether it is meeting its goals, and its plan for administering statewide assessments consistent with C.R.S. 22-7-406-409. It focuses both on internal

Does Not Meet

The application fails to include provisions for literacy testing, interventions, formative, interim, and summative assessments. Although it states how/when the

VPAC's application includes substantial information about assessments that will be used to drive school-wide improvement and student-specific interventions. Feedback states that insufficient information was provided related to interventions, however interventions are not listed as criteria in the success rubric. Rather, the rubric specifies detail about how assessments will be used to drive professional development and school-wide improvement. Detail is provided on page 105 about the School Accountability Committee (SAC) and how school staff will use data to develop an annual Unified Improvement Plan

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| | <p>assessments used to drive instructional decision-making, as well as external assessments used to communicate academic achievement and growth to stakeholders. A quality assessment plan will include summative (end-of-year) assessments, as well as interim (more frequent, end of unit or assessments used formatively) and formative (daily and weekly checks for understanding) assessments to track student skill and knowledge development. The plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum and instruction. Be aware that all Colorado public schools including charter schools are subject to the Colorado Measures of Academic Success (CMAS, which include the Colorado Summative Assessments of Science and Social Studies and the PARCC Mathematics and English Language Arts assessments) that serve as the state assessments associated with the Colorado Academic Standards (CAS), and the Colorado ACT (CO ACT) for High School Juniors.</p> | <p>school will provide interventions, it does not specify what interventions will be utilized. In addition, the school does not describe how they will use formative, interim and summative assessments to track and ensure students are making progress towards short and long term goals. Overall, the plan for evaluating pupil performance lacks any level of detail regarding what interventions, time/intensity of those intervention, and progress monitoring the success of those interventions. The school was unable to clearly define a comprehensive plan for taking corrective action, including examples of interventions and scheduling of additional supports given.</p> | <p>(UIP) in partnership with APS. Finally, VPAC supplemented information in the application in the interview, providing detail about how leadership will use assessments (as well as teacher observations) to drive professional development.</p> <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Measurements through NWEA-MAPS and NAEP in introduction paragraph • First 4 days of school teachers administer academic and artistic assessments for baseline data <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Details on specified assessments used: CMAS, ACCESS (WIDA), NAEP, and internal and ongoing additional formative and summative assessments. • Assessment chart is provided on page 105 • Page 105 speaks to the CDE requirements both academically and artistically • VPAC includes a School Accountability Committee <p><u>Data Management and Data Support for Teachers</u></p> <ul style="list-style-type: none"> • Page 107 Details to this subsection • Page 107 Detailed data cycles include: students, parents, teachers, administrators <p><u>Performance Standards</u></p> <ul style="list-style-type: none"> • Page 108 This subsection goes into detail about ICAP and the alignment to CDE • Page 109 Promotion Standards are in full detail • Page 109 Graduation Requirements • Page 109 Progress Monitoring • Page 109 Family Communication Plan |
| <p>J- Evidence of Support</p> | <p>A charter school application should include the aggregate number of students interested in the charter school at the different grade levels. Individual student and/or family information should NOT be included. Do NOT include copies of the Letters of Intent completed by prospective parents. Reference to the figures in the Intent to Enroll Form should be used, with updated numbers if necessary. To further demonstrate support, applicants should disaggregate the number of prospective students by zip code, school of attendance, gender, type of current school (home, private, public), and grade level(s). After the charter school is approved, the founders will need to go through an enrollment process to verify which students will be attending the charter school. It may</p> | <p>Does Not Meet</p> <p>The application demonstrates an understanding of neighboring schools, involvement in the community, and partnership with several local organizations. However, the application fails to address the three new charter schools opening in Fall 2019, all of which are serving the Northwest quadrant. The application addresses the community need for a public performing arts school and lists 21 students with intent to enroll. With regard to community partners, the application does not include evidence of community support through letters of support. The school was given the</p> | <p>VPAC did not address the new charter schools opening because at the time of application submission, the enrollment projection deadline dates of April 1st, 2019 had not yet been met. VPAC submitted on March 8th, 2019. VPAC is aware that charter approval and actual opening depends on enrollment projections being met. VPAC was given permission by al partners mentioned in application to include them and per the timeline provided the details of services and agreements will be completed by July 2019.</p> <ul style="list-style-type: none"> • VPAC did not address the new three schools because we are not included on the state of those schools. We recognize that approval does not equate to opening. • Partner contracts were still in negotiations and many of them are now secure. • Page 139 provides Intent to Enroll Forms of students. Since submitting the application, VPAC has secured at least 15 additional Intent to Enroll Forms. Further, summer programs are a strong recruitment pathway. • Permission was given by all named partners to include partners in application as the details of the services were going to be negotiated by July 2019 as stated in the application • As stated in the Rubric, it instructs applicants NOT to include letters of intent |

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| | <p>be helpful for there to be included letters of support from community leaders, business people or elected officials. These letters should state why the individual believes a new charter school would best serve the community. The tone of this section should illustrate a positive foundation of community support as opposed to a groundswell based on criticism. Care should be given to avoid derogatory comments about the authorizer's current curricular and program offerings.</p> | <p>opportunity to provide those documents with their follow-up responses; none were provided.</p> | |
| <p>K - Parent and Community Involvement</p> | <p>This section is designed to address the roles parents/guardians, community members, and community organizations will play as part of the school community.</p> | <p>Partially Meets Criteria The application contains several plans to develop the educational program and operational structure with parent and community input. It also explains how the school has identified existing barriers and is developing a plan to counteract barriers to family engagement. However, although the application describes how parents have been involved with the application process, it fails to address how parents will be involved once the school opens. During the interview, the applicant shared the significant role parents have in fundraising, this is not mentioned in the application. Additionally, the application lacks important detail regarding the types of roles parents/guardians and community volunteers will serve within the school such as board members, front office support, teacher support, and committee roles.</p> | <p>VPAC details community meetings, school design team, outreach, continued community engagements, and home visits.</p> <p><u>APS Barriers</u></p> <ul style="list-style-type: none"> The barriers named in the application are based on the report by Dr. Judy Kiyama of University of Denver on data of APS that was suggested from APS to consider <p><u>Parent and Community Involvement</u></p> <ul style="list-style-type: none"> Page 140 5 years of community meetings Page 140 provides a list of all school design team members Page 141 details outreach Page 141 Details eight continued community engagements Page 141 details home visits |
| <p>L - Budget and Finance</p> | <p>This is a substantive, and important section of the application that details the school's budget, the school's plans for an independent governmental financial audit, and other aspects of the school's fiscal management. (C.R.S .22-30.5-112.2 &</p> | <p>Does Not Meet The charter reviewers are unable to validate the budget projections compared to the school's operating plan. Due to significant variances, the budget and staffing plan are not</p> | <p>VPAC provided transparency that Founder and ED suffered from an extreme tragedy of her son being shot at 10 times and hit 4 times in their home, which displaced them, three week prior to the application being due. She explained the charter application writing plan was to spend the last month with the budget and consultants. At the time of the interview, Auset offered to provide the new budget template and that offer was declined. Also, VPAC did provide the documentation of more than \$215K in the follow up questions.</p> |

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| | <p>513(4.5) for definitions for at-risk supplemental aid, and C.R.S. 22-30.5-111.5 & 513.5 for funding definitions.) The CDE requirements for financial management and reporting are available in the Financial Policies and Procedures manual. Also note that schools may form a consortium (C.R.S. 22-30.5-507(12)). An additional resource with general information is the Colorado Charter School Financial Management Guide, though schools should also consider any updated information found on the CDE Public School Finance.. The budget shall be prepared in accordance with C.R.S. 22-30.5-111.7(1)(a) and C.R.S. 22-30.5-112(7) and the state-mandated chart of accounts. Because this is such a substantial section of the application, it is strongly recommended that the applicant break this section down into the following subsections:</p> | <p>aligned. Also, the student to staff ratio is inconsistent. During the interview, the school confirmed that the ratio would be 20:1, however the budget indicates a much smaller and inconsistent class size. The pupil count used to build the budget does not match the application narrative. These variances demonstrates a lack of understanding around budget and finance. The school is budgeting and planning to raise over \$1 million per year to support operation without any contingency plan. Documentation was requested to support the inclusion of these funds, and only \$215k was secured. Finally, the budget narrative and follow up responses regarding budget timelines do not demonstrate an understanding of what is required by state law. Overall, there lacks confidence that the applicant has the knowledge and support to manage the budgeting and financing of a school.</p> | <p><u>Budget Narrative</u></p> <ul style="list-style-type: none"> ● Page 142 financial oversight ● Page 142 Start-Up Revenue ● Page 143 Chart os services and fees ● Page 143 Financial transparency to comply with Colorado Financial Transparency Act ● Page 143 Classroom Furniture Needs ● Page 144-145 Unique Financial Needs <p><u>Systems & Procedures</u></p> <ul style="list-style-type: none"> ● This entire subsection is detailed <p><u>Budget Template</u></p> <ul style="list-style-type: none"> ● Transparency was provided that the charter application writing plan was drastically deterred by Founder and ED's son being shot in their home 3 weeks prior to application being due. The charter application writing plan was to spend the entire last month on aligning the budget with application and that time was lost due to the unfortunate circumstance. When explained, APS assured VPAC not to submit the new revised budget. |
| M - Facilities | <p>This section provides information on the school's short- and long-term facility plans. If the founding committee has not already identified a definite school facility, the committee has identified two or more prospective facility sites and the application contains a cogent strategy for acquiring one or more of the prospective sites.</p> | <p>Does Not Meet The application lists multiple facility options but the applicant did not articulate a viable plan to obtain an appropriate facility. While the plan is possible, the listed cost projections related to site development and facility acquisition are not fully comprehensive considering accompanying expenses such as kitchen space, site grading and site improvements. Finally, the facility budget was based on a percentage of PPR and not realistic market value.</p> | <p>VPAC quoted cost of \$14.63/SF and explained in interview rationale of it being based on arts square footage and that being arts focused additional funding opportunities are granted and named that City of Aurora has recently awarded funding for facility cost. Kitchen area is mentioned in N2 Food Service Section where rubric requests it.</p> <p><u>Facility</u></p> <ul style="list-style-type: none"> ● Page 147 provides sq/ft cost ● Page 147 needs assessment ● Page 147 financing and facilities acquisition contingency plan ● Page 148 3 facility options ● Page 149 Facility Timeline ● Kitchen area was addressed in the N2 Food Section and delivery cost if kitchen wasn't workable on-site ● This section does not request kitchen to be addressed |
| N1-Transportati | <p>This section addresses whether the school plans to offer any transportation services to</p> | <p>Partially Meets The application provides and</p> | <p>VPAC application states direct transportation will not be provided. VPAC has established partnerships with transportation companies for options for families. Application states will meet local, state and</p> |

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| on | its students. Charter schools are not required by law to provide transportation; however, the founding committee should give some thought to how students' transportation needs will be met without transportation services. Finally, many federal and state rules and regulations relate to the provision of transportation services. One specific rule to be aware of is that any small vehicles or school buses owned and operated by a charter school, or under contract, must meet the safety and operating standards as prescribed in State Board Rules 1 CCR 301-25, 301-26 and 301-29. | adequate plan to provide transportation for students with the exception of students with disabilities, IEPs, or 504 plans. The application states the school will utilize Hop, Skip, Drive; however, that service is not equipped to transport students with certain physical disabilities (wheelchair lifts) or with IEPs that require Child Safety Restraint Systems. When asked for specifics in the follow-up questions, the school still lacks a comprehensive plan to transport such students safely. | <p>federal requirements for transportation and provided details in the interview and the follow up questions.</p> <ul style="list-style-type: none"> ● VPAC states in application that direct transportation needs will not be offered, however VPAC is committed to aiding in resources for transportation ● The rubric does not ask for more than a commitment to comply with legal requirements. The application states compliance with local, state, and federal requirements on page 150. ● Hop Skip Drive is a partner that will work with VPAC families ● Page 150 details: students with exceptionalities, disadvantages, homelessness, IEP, and 504's. ● Page 150 Fields trip transportation addressed including meeting insurance requirement |
| N2 - Food Service | This section addresses whether the school plans to offer food service to its students. Schools that anticipate serving a significant number of students who qualify for the free and reduced lunch (FRL) program are strongly encouraged to participate in food programs under the National School Lunch Program (NSLP). The application should also indicate whether or not the school will have its own wellness policy or if it will follow the wellness policy of its district or School Food Authority. | <p>Partially Meets</p> <p>The application adequately addresses food services and plans to designate Aurora Public Schools as its School Food Authority. However, there is no budget line for food services in the budget.</p> | <p>VPAC was told that is not included in the budget because it is considered a net \$0 expense when purchased through the district.</p> <ul style="list-style-type: none"> ● We were informed that this service is not included in the budget because it is considered a net \$0 expense when purchased through APS |
| O - Employees | This section provides a variety of information on the school's employees and employment policies, and the relationship that will exist between the charter school and its employees. There should be information on how the school will adhere to background check (C.R.S. 22-30.5-110.5 and C.R.S. 22-1-121) and fingerprinting (C.R.S. 22-30.5-110.7) requirements, verify immigration status, and implement non-discriminatory and Equal Opportunity Employment practices. As charter schools are, by statute, public schools and government entities, employees of charter schools are thus considered public employees. Charter schools and their employees must participate in Colorado's | <p>Partially Meets</p> <p>The application does not include job descriptions of key employees nor a hiring timeline, both are required per the application quality standards. Aside from the missing documentation, the budgeted salaries for employees do not align with the budget submitted in Section L: Budget & Finance. The application provides adequate information on management and procedures with regard to teachers, but is lacking detailed information for other school administration and staff. The application fails to provide a</p> | <p>VPAC has included all of these things in the sections that the rubric required them to be.</p> <ul style="list-style-type: none"> ● Job descriptions provided in Section I where details requested them ● Job descriptions were not required in this section per the rubric ● Page 152 Staff recruitment process also found in Appendix D5:1, as mentioned ● Page 152 Equal Opportunity Employer to comply with federal, state and local requirements ● Page 152 Six Hiring Areas ● Page 153 Hiring Process ● Page 153 Staffing Requirements ● Page 154-157 Hiring timeline <p><u>Management and Evaluation</u></p> <ul style="list-style-type: none"> ● Page 158 Coaching cycle ● Page 158 Evaluation cycle <p><u>School Structure, Polcies, and Procedures</u></p> |

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| | <p>Public Employees' Retirement Association (PERA) defined benefit retirement fund (C.R.S.22-30.5-512 and 22-30.5-111(3)) (See budget section for links to PERA information and PERA 101 for employers located at https://www.copera.org/sites/default/files/form/pdf-upload/5-144.pdf).</p> | <p>comprehensive plan inclusive of all staff, with the exception of teachers. Additional clarity is needed around recruitment, job descriptions, evaluation, and observation procedures for all school administration and staff.</p> | <ul style="list-style-type: none"> ● Page 159 Staff handbook draft provided in appendix ● Page 159 Organizational structure ● Page 159 Chart O.3-6. summary of job descriptions ● Appendix provides all the CDE Quality Principal and Quality Teacher tools VPAC will utilize. |
| <p>P - Insurance Coverage</p> | <p>This narrative section clearly demonstrates the school will meet all applicable insurance requirements and explains what types of insurance the school plans to carry to protect itself and its students. The school shall obtain reasonable assumptions for costs, and purchase insurance protecting the school and charter board, employees, and volunteers (if allowable by policy), and authorizer where appropriate, consisting of comprehensive general liability insurance, errors and omissions liability insurance (school entity liability insurance) and auto liability insurance. The school shall also purchase statutory workers' compensation insurance coverage.</p> | <p>Does Not Meet The application ensures general liability coverage minimum is at an adequate amount, however, there is no mention of what aggregate limit the school is considering. If approved, the school will need to purchase a monoline cyber policy since cyber will be excluded on a commercial general liability policy. No quotes were provided with the application.</p> | <p>VPAC provided the requested level that was described in the rubric.</p> <p><u>Insurance</u></p> <ul style="list-style-type: none"> ● Page 161 Amounts provided meet the requested level that is described in rubric |